Westhouses Primary School

Fiction Text Types

Fiction Progression Plan				
It is our intent that writing across the curriculum will inspire, engage and challenge all pupils, enabling them to develop the skills to effectively communicate their thoughts, ideas and emotions to others. We aim to build the pupils' stamina for writing, vocabulary knowledge and understanding of grammar, by creating a positive approach to an increasingly wide range of text types (including areas of fiction, non-fiction and poetry).				
	Planning	**Drafting**	Evaluating	**Handwriting**
Reception	**Planning** • Say aloud what they are going to write about	**Drafting** • Compose a sentence orally before they write it	**Evaluating and Editing** Discuss what they have written with the teacher and other pupils	sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place
Year 1	**Planning** • Jot down key words and new vocabulary • Say aloud what they are going to write about •	**Drafting** Compose a sentence orally before they write it	**Evaluating and Editing** • Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher and other pupils **Read aloud their writing clearly enough to be heard by their peers and the teacher.**	sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0–9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
Year 2	**Planning** • Plan or say aloud what they are going to write • Write down ideas/key words including new vocabulary	**Drafting** • Encapsulate what they want to say sentence by sentence • Write narratives about personal experiences and those of others	**Evaluating and Editing** • Evaluate their writing with the teacher and other pupils • Re-read to check that their writing makes sentence and that verbs to indicate time are used correctly and consistently • Proof-read to check for errors in spelling, grammar and punctuation **Read aloud what they have written so that the meaning is clear**	Correctly form all lower-case letter correctly Formation of capitals and digits 0-9 using the correct size and orientation Use consistent spacing between words Begin to use diagonal and horizontal strokes to join letters
Year 3/4	**Planning** • Discuss writing that is similar to the writing they are planning in order to understand and learn from the structure, vocabulary and grammar •	**Drafting** • Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures • Organise paragraphs around a them • Create settings, characters and plots	**Evaluating and Editing** • Assess the effectiveness of their own and other's writing suggesting improvements • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns • Proof-read for spelling and punctuation errors **Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear**	Horizontal and diagonal strokes needed to join letters Increase consistency, legibility and quality of handwriting
Year 5/6	**Planning**	**Drafting**	**Evaluating and Editing**	Writing legibly, fluently and with increased speed

	• Identify the audience and purpose of the writing and select the appropriate form • Note and develop initial ideas, drawing on reading and research, where necessary	• Select the appropriate grammar and vocabulary, understanding how choices can change and enhance meaning • Precis longer passages • Use a range of devise to build cohesion within and between paragraphs • Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed	• Assess the effectiveness of their own and others' writing • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensure that consistent and correct use of tense throughout a piece of writing • Ensure correct subject and very agreement when using singular and plural • Proof-read for spelling and punctuation errors **Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear**	Choosing writing style for the task

Narrative – Writing to Entertain	Purpose	Types
Children write many different types of story through KS1 and KS2. Although most share a common purpose (to tell a story in some way) there is specific knowledge children need in order to write a particular narrative text.	To tell a story or share knowledge of the past To celebrate and praise To amuse or entertain through wordplay To reflect or share knowledge	Narrative types are developed throughout the school

Year Group	Narrative Styles/Organisation	Sentence Features/Story Language	Grammatical Features	Punctuation
Reception	Oral retelling of events using time words and past tense Simple sentence recounting the story spoken and then written	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop
Year 1	Traditional tales Fairy tales Familiar settings Well-known stories Science-fiction Fantasy Clear beginning and end using story language e.g. Once upon a time, One day, In the end. Ideas grouped together in chronological order Problem and simple resolution	Use of simple sentence structures. Size adjectives **big, small, enormous big, bigger, biggest** Emotion adjectives **sad, angry, cross, happy** Pronouns **I, she, he, they** Prepositions **up, down, into, out, to, onto** Time references **once upon a time, one day, happily ever after**	Noun Consistent Past tense Adjectives Adventurous vocabulary	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Adventure Fables Humorous Dilemmas Sentences written in chronological order indicated by time words Characters and setting are described in detail Paragraphing for a change of time or place Trigger event followed by a series of events and a conclusion Correct use of pronoun Peter and Jane, they	Simple adverbs to express how to do an action Noun phrases to describe **Story Language Adverbs** suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily **Story Starters** by the next morning, one day, as soon as **Story Endings** in the end, at the end of the day **Power of 3** He leaped from his horse, charged to the gate and raised his sword.	Noun and noun phrase Progressive verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives Third person	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3	Sci-fi Dilemmas Traditional/Fairy stories Myths Familiar settings	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses **Story Language** **Simile and Metaphor** …as small as a mouth… …strong like a bull…	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets

	Time and place referenced at the start of each sentence Characters are introduced and who, what, when, where and why are established Story flows well and raises doubt and suspense There is a clear complication and events, which are paragraphed throughout Cohesion throughout	He was a walking encyclpeadia. Her tears were a river flowing down her face. **Adverbs** suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily **Accurate Action Verbs** pushed, rushed, shoved **Power of 3** He leaped from his horse, charged to the gate and raised his sword.	Fronted adverbials Implied second person	
Year 4	Adventure Mystery Historical Legends Fantasy Links between opening and resolution Links between paragraphs help to link one idea to the next Paragraphs organised correctly to build up to key events	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses **Story Language** **Simile and Metaphor** …as small as a mouth… …strong like a bull… He was a walking encyclpeadia. Her tears were a river flowing down her face. **Adverbs for Frequency or Subtlety** often, seldom, exactly, suspiciously, craftily **Conjunctions to add information** moreover, furthermore, in addition, in due course **Power of 3** He leaped from his horse, charged to the gate and raised his sword.	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets
Year 5	Historical Science-fiction Humorous Myths Fantasy Other cultures Classics Opening and resolution shape the story Paragraphs varied in length and structure	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length **Simile and Metaphor** …as small as a mouth… …strong like a bull… He was a walking encyclpeadia. Her tears were a river flowing down her face. **Adverbs for Frequency or Subtlety** often, seldom, exactly, suspiciously, craftily **Repetition** The boys ran and ran until they could run no more. **Personification** The bees played hide and seek with the flower. The first rays of morning tiptoed through the field.	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type Pronouns used to hide the doer of the action – it crept into the woods	Brackets Dashes Colons Semi-colons

Year 6	Adventure Flashbacks Mystery Science-fiction Other cultures The story is well constructed and raises intrigue Dialogue is used to move the action on or to heighten empathy for a character Deliberate ambiguity is set up in the mind of the reader to be answered later on in the text	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length **Active and Passive** They removed the ring from the drawer. The ring was removed from the drawer. **Modifiers for intensity** insignificant amount, exceptionally, recently, evidently **Repetition** The boys ran and ran until they could run no more. **Personification** The bees played hide and seek with the flower. The first rays of morning tiptoed through the field.	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type	Brackets Dashes Colons Semi-colons

Poetry – Writing to Entertain	Purpose	Types
Poetry can have different purposes but exploring vocabulary and structure and conveys both emotion and information. It has strong social and historical links with cultures and communities. As children become more confident with a style, they make increasingly effective use of wordplay to explore and develop ideas	To tell a story or share knowledge of the past To celebrate and praise To amuse or entertain through wordplay To reflect or share knowledge	Poetry types are developed throughout the school

Year Group	Poetry Styles	Sentence Features	Grammatical Features	Punctuation
Reception	Range of different poetry styles chosen for language	Use of simple sentence structures.	Nouns and verbs correct	Capital letter and full stop
Year 1	Classics List and alphabet poetry Observational poetry Performance poems and raps Rhyme	Use of simple sentence structures. Lists	Noun Present tense and past tense Adjectives Adventurous vocabulary	Spaces to separate words Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I
Year 2	Chants and tongue twisters Kennings Performance poetry and raps Puns and wordplay Riddles	Simple adverbs to express how to do an action Noun phrases to describe	Noun and noun phrase Progressive verb form Subordinating and Coordinating conjunctions Consistent use of tense throughout the piece Adverbs to show when and how Adding 'er' and 'est' to show comparisons in adjectives Third person	Full stops Capital letters Exclamation marks Capital Letter for start of sentence, names, personal pronoun – I Apostrophe for contraction Possessive apostrophe for singular nouns Commas in a list
Year 3	Acrostics Modern verse Similes Performance poems	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets
Year 4	Observational free verse Classics Narrative Clerihews Performance poems	Variation in sentence structures: Prepositional phrases Expanded noun phrases Subordinate Clauses	Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion A wider range of conjunctions Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person	Apostrophes to mark singular and plural possession Commas in a list Commas after fronted adverbials Inverted commas if using quotations Brackets
Year 5	Riddles Acrostic poems	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion	Brackets Dashes Colons Semi-colons

		Variation in sentence length Use of passive and active	Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type	
Year 6	Modern verse Performance poetry Narrative	Variation in sentence structures and wider range of examples of: Prepositional phrases Expanded noun phrases Subordinate Clauses Relative Clauses Variation in sentence length Use of passive and active	More complex examples of: Adverbs of time Adverbs of place Adverbs of manner Adverbs to show how often Nouns and pronouns used for clarity and cohesion Correct use of simple present, present progressive and present perfect Fronted adverbials Implied second person Use of modal verbs Text changes according to the text type	Brackets Dashes Colons Semi-colons